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| http://www.ststephenskearsley.co.uk/images/logo/logo-ststephens.png **2023/24 CURRICULUM OVERVIEW YEAR 1** |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | * Labels, lists and captions
* Instructions
* Poetry
* Words and sentences
* Capital letters and full stops
* Intro to reading VIPERS
 | * Stories set in familiar settings
* Instructions
* Capital letters: names and ‘I’
* Making up sentences
* Using ‘and’ to join words
* Reading – Vocabulary (V) Prediction (P) Inference (I)
 | * Traditional stories
* Using ‘and’ to join sentences
* More capital letters
* Adding –s and –es
* Reading – Sequence(S) Inference (I) Explain (E)
 | * Recounts
* Information texts
* Question marks
* Verb endings
* Reading – Sequence(S) Inference (I) Explain (E) Retrieve (R) Vocabulary (V)
 | * Stories from other cultures
* Poetry
* Exclamation marks
* Writing in sentences
* Linking sentence
* Reading - use of all VIPERS across a range of genre
 | * Stories from fantasy worlds
* Describing words
* Adding un–
* Reading - use of all VIPERS across a range of genre
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| Phonics | Revise: * /ai/ <ay>
* /ow/ <ou>
* /igh/ <ie>
* /ee/ <ea>
* /oi/ <oy>
* /ur/ <ir>
* /(y)oo/ <ue>
* /or/ <aw>
* Revise:
* /w/ <wh>
* /f/ <ph>
* /(y)oo/ <ew>
* /oa/ <oe>
 | Revise:* /or/ <au>
* /ee/ <ey>
* /ai/ <a–e>
* /ee/ <e–e>
* /igh/ <i–e>
* /oa/ <o–e>
* /(y)oo/ <u–e>
* /s/ <c>
* /ee/ <y>
* /or/ <al>

(walk)Harder to read words: please, once any, many, again, who, whole, where, two | Introduce* /ai/ <a> (acorn)

/ai/ <ey> (they)* /ai/ <ea> (great)
* /ai/ <eigh> (weight)
* /ar/ <a> (father)
* /ee/ <e> (he)
* /igh/ <i> (find)
* /igh/ <y> (by)
* /oa/ <o> (go)
* /o/ <a> (was)
* /oo/ <u> (push)
* /y/+/oo/ <u>(music)
* /c/ <ch> (school)
* /sh/ <ch> (chef)
* /e/ <ea> (head)
* /ur/ <or> (world)
* /ur/ <ear> (learn)
* /oo/ <ou> (soup)
* /oa/+/l/ <oul> (shoulder)
* /ee/ <ie> (brief)
* /v/ <ve> (have)
* /i/ <y> (gym)
* /air/ <are> (care)
* /air/ <ere> (there)
* /air/ <ear> (pear)
* /ch/ <tch> (catch)

Harder to read words: here, sugar, friend because | * /u/ <o> (brother)
* /j/ <g> (gem)
* /j/ <ge>(fringe)
* /j/ <dge> (bridge)
* /s/ <st> (listen)
* /s/ <ce> (fence)
* /s/ <se> (house)
* /n/ <gn> (sign)
* /n/ <kn> (knee)
* /r/ <wr> (wrap)
* /m/ <mb> (lamb)
* /z/ <se> (cheese)
* /z/ <ze> (freeze)
* /ear/ <eer> (cheer)
* /ear/ <ere> (here)
* /sh/ <ti> (patient)
* /sh/ <ti> –tion (station)
* /ar/ <al> (half)
* /or/ <augh> (caught)
* /sh/ <ss> (session)
* /zh/ <si> (vision)
* /sh/ <ti>
* –tious (scrumptious)
* /sh/ <ci> (delicious)
* –ous,
* –ion, –ian
 | * PHONICS SCREEN (Week commencing 10th June 2024)
* Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs
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| Mathematics | * Number – Place Value within 10
 | * Number (addition and subtraction within 10)
* Geometry (shape)
 | * Number (place value within 20)
* Number (addition and subtraction within 20)
 | * Number (place value within 50)
* Measurement (length and height)
* Measurement (Weight and volume)
 | * Number (multiplication and division)
* Number (fractions)
* Geometry (position and direction)
 | * Number (place value within 100)
* Measurement (money)
* Measurement (time)
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| Science | * The Human Body
* Seasonal Change
 | * Materials
* Seasonal Change
 | * Planting
* Animals
 | * Caring for the planet
* Seasonal Change
* Planting
 | * Plants
* Planting
 | * Growing and cooking
* Seasonal Change
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| Art  |  | * PlanBee- Mark Making
 |  | * PlanBee

Colour Creations |  | * PlanBee

Self portraits |
| Computing | Basic skills and the internet | Basic skills and the internet | E safety and technology | Coding | Digital Creations | Working with data |
| Design & Technology | • Eat more fruit and vegetables |  | •Stable Structures |  | • Moving minibeasts |  |
| Geography/History | Why does the weather change in Kearlsey? | Changes within living memory | The local area | Local History | The United Kingdom | Holidays in the past |
| Music | * Active listening (movement), beat, echo singing, showing pitch moving
* Beat, march, timbre, film music.
* Timbre, pitch, structure, graphic symbols, classical music.
 | * Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)
* Beat, active listening (singing game, musical signals, movement), 20th century classical music.
* Question-and-answer, timbre, graphic score.
 | * Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music
* Mood, tempo, dynamics, rhythm, timbre, dot notation.
* Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills
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| Physical Education | * SAQ
* Multi skills
 | * Dance
* Under arm throwing
 | * Gymnastics
* Ball skills inc rolling, scooping, catching
 | * Send and receive
* Kicking and dribbling skills
 | * ABC
* Sending and fielding
 | * Athletics
* GAmes
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| Religious Education | What does it mean to belong to a faith community? | What do Christians believe God is like? | Who is Jewish and how do they live? | Who is Jewish and how do they live?(Part 2) | Who do Christians say made the world? | How should we care for the world and others and why does it matter? |
| PHSE (Hidden Curriculum) Community | * Me and my relationships

(feelings/emotions/conflict/resolution/friendships) | * Valuing difference

(Includes British Values focus) | * Keeping myself safe

(Includes aspects of Relationships Education) | * Rights and responsibilities

(Includes money/living in the wider world/environment) | * Being my best

(Includes keeping healthy/Growth Mindset/goal setting/achievement) | * Growing and changing

(Includes RSE-related issues) |